

PROPOSALS AND PROGRAMS—THE INFORMAL ASPECTS

Dorothy M. Crosland

When Mrs. Ladley's letter came last winter inviting me to participate in this conference concerning federal legislation for libraries, I had just returned from Washington, which had been covered with a heavy snow. Her letter read: "We invite you to give one of the papers on Tuesday, November 8, on the art of getting to know one's way around in Washington." I laughed because "How does one get around in Washington when there is an unexpected snow storm?" I had no trouble when I visited a private donor, for a car was sent for me, but to get to government offices which spread from the City of Washington into Maryland and Virginia is not too easy. One must depend on the doorman at a hotel or stand near a building where a cab might discharge a passenger, or wait on a corner where traffic flows two ways and pray that an empty cab will stop. I must admit that even after many years and many visits to Washington my sense of direction is not good and I am dependent on a cab. I am quite sure I did not think clearly when I accepted the invitation to appear on this program and tell people how to get around in Washington.

Some weeks later a more detailed letter came from Mrs. Ladley and I realized it did not matter transportation-wise how I got about in Washington; rather, it was how did I get into government offices, how did I meet the officials who might give me the information I was seeking. This paper has been a difficult one to write, for if I spoke frankly, it would be too personal. One does not mention the name of a friend who says: "You should know Mr. X. I shall call him or give you a note to him."

Recently, at the American Documentation Institute Conference, I sat with some friends at lunch. Two of the people were from government offices. I said I was worried about this paper, for it was far too personal. Since one cannot name names other than his or her Congressman, how does he then write about getting around in Washington—meaning, of course, how does one get to see the top man in a government office from whom information or assistance is needed? One of the government officials said: "You should have no trouble. You have the answer. I have known you less than an hour and I know you like people. When one knows you like him, he responds."

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Yes, I like people, but this does not get me a cab in a snow storm, nor does it open a door without a key. What keys have I used?

First, I do like people. I have a curiosity or eagerness to learn, and one learns from people no matter what business or profession they are in, from football to the top engineering and scientific fields. I want to know how and why the wheels go round. People should be liked for themselves, not just for what they may be able to do for you. A friend may help you, for he may have a close friend whom he feels you should know. An exchange of ideas may help both of you. One learns to give without thinking of what he will receive in return.

The second key is courage. One must have courage to open the doors of total strangers. Particularly was this true for librarians in engineering and science before World War II. Georgia Tech does not give degrees in the humanities. The Georgia Tech Library was not invited to participate in a meeting in 1939 on "Library Resources in the South." However, I attended to represent the University of Georgia at the request of Ralph Parker, who at that time was librarian. The chairman of the group who was also head of one of our larger libraries in the South said to me, when I questioned why Georgia Tech was not included: "Your resources are not important. We are interested only in primary sources, newspapers, the humanities." After World War II he was one of the first to write me and ask for help in building his collections in engineering and science. It has taken courage to open doors, for in the eyes of many librarians I was grouped with engineers who drove trains or worked in machine shops. I did not fit in a cultural field.

The third key, an important one, is conviction backed up with facts. A person must believe in the road he takes, but he must have good maps to guide him. Perseverance, faith with courage, and conviction with facts, will open the most stubborn doors.

A quotation I like from one of the late Charles Kettering's speeches reads: "Nothing ever built arose to touch skies unless some man dreamed that it should, some man believed that it could, and some man willed that it must."

Is there one among us today who has not dreamed of having a library building and collection which would provide all the space and information needed by our patrons, be they students, faculty, researchers, laymen, or top management? We set our goals. Perhaps they do touch the skies, for we know that men who achieve are men of vision and dreams.

We must never be content. In this complex world we live in today, we must dream, have vision, courage, and conviction. We must be true to ourselves. Armed with these tools, with an interest in people and what they are doing, courage to face them, and conviction

that the demands for good libraries are legitimate because they are backed with facts, one can open doors not only in Washington but throughout this world of ours.

At long last, it is very heartening that the Federal Government and industry are recognizing more and more the importance of libraries. In the past, funds could be acquired for scholarships, for laboratories, for expensive equipment and instruments, but for books and periodicals one knocked on many doors.

This conference is affording us the opportunity to look at current federal programs and to consider the implications of present and proposed legislation relating to libraries. My task today is to indicate some of the "informal" aspects of seeking federal funds. Consequently, I must speak largely of my own personal experiences and observations. I must try to match my own personal thoughts with the evolving patterns of governmental policy in making grants to educational institutions and, particularly, patterns of grants to libraries. Therefore, where does an interest in people, courage, and conviction mesh with the pattern of government grants?

We must recognize first that the Federal Government is interested in libraries because of their contributions to our total national capability and that grants to libraries are made to assist the government in achieving its goals. Secondly, we must recognize that the ability to attract federal money is presently concentrated in a few highly urbanized areas, academically oriented and industrially advanced, which dominate the direction of American education because of their excellence. In these areas are concentrated our most eminent scholars. It follows that here are initiated our most significant studies and also that most of the successful proposals for federal grants have originated here. We are all familiar with the overwhelming statistics of the dominance of the Northeast and the Far West in obtaining federal monies for research and development contracts. (Rule number one, therefore, must be: live in one of these fortunate areas.)

Most of us at this conference are from, let us say, the less fortunate areas. We are not going to change the situation by complaining about it and crying politics. It has often been suggested that agencies award funds for political reasons, and perhaps on occasion this is true; but may I point out that major allocations for scientific research are based on the clear, cold facts of capability and achievement. The world's challenge facing our government has made it clear that quality scientific research is power; and quality is the basis on which decisions are made. Without question the policy of award by merit, not by political influence, must be clearly recognized by all those seeking funds to implement their research proposals.

I repeat—complaining is not the answer. The road to change begins on your own campus—and in your own library. Only by building

our institutional capabilities up to that level where grants are warranted can we get our fair share. Being in the number two group means one must try harder and go the extra mile. This is a building process and there is no question that the Federal Government is encouraging the development of centers of educational excellence throughout the nation. Since September 1965, it has been the official policy of our government to allocate federal support to academic institutions which are hindered in growth by a lack of funds but which show potential for strength and significant contributions. Today the opportunity to develop our libraries is available with federal funds. It behooves us to make legitimate requests and, if successful in receiving a grant, to spend the allocated funds wisely. The climate for us from the less fortunate areas is improving, but the initiative remains with us on the institutional level. We need a plan to put into practice. This is where liking people, courage, perseverance, and conviction come to the fore.

The first level of attack must be made at home on your own campus. You must know your institution: its aims, its aspirations, its strengths, its weaknesses. You must participate fully in the councils of your institution. This is hard work, but rewarding. It means working at knowing people on your campus not only as deans, as teachers, as researchers, but also as individuals. You will find that many of your faculty associates will have a friend or a connection in Washington. It is not unlikely that some of your faculty members may at some time in their careers have served the government in one or more capacities. By knowing the people around you, by treating them as individuals, by being aware of the general interests of each one, you acquire a feel of the collective nature of your institution and of the ways and means of doing things on your campus. Such a program of knowing the people with whom you work is, of necessity, a long-range one, but it will place you, and keep you, in the mainstream of campus affairs. You are consequently able to represent your institution, formally or informally, whenever the opportunity presents itself. As a person coming from one of those institutions which does not have a representative in Washington, it becomes more important for me (and for you if you are in a similar position) to know your institution and its needs. You are often able to serve as liaison between a Washington official and one of your own faculty by making each one aware of his need for the other. Since my experience has been on an academic campus, I have used the term faculty. In a public, school, or special library the terms could be community, city or state school officials, or top management. A research grant is often the result of good communication and cooperation. All parties will be grateful to you and may, in return, assist you in seeking aid for your library.

By broadening this capacity for liking people with whom you come in contact to wider communities—to your home community, to your professional community, to officials of local, state, and national government—you develop a wide range of friends from whom you can seek counsel or, in turn, as a librarian provide counsel and information. The true by-product of these friendships is the assistance it provides in opening doors for you when you have made a meritorious proposal or plan that warrants serious consideration and deserves funding.

Congressmen and government officials especially need friends. Like all of us, they want to be liked and admired as individuals and not merely for the offices they hold. Remember your Congressman generally needs your help more than you need his. Helping education is foolproof and he is always looking for personal ways in which he can help education in his district or state. He appreciates being called on; he is grateful for your word of thanks. He is your willing servant provided your requests are legitimate and within his power, and time, to grant. I would like to quote from a letter dated November 28, 1958, from Senator Herman Talmadge:

I wish to take this opportunity to express my gratitude for your generous remarks in my behalf and I am glad to know you approve of my senatorial service. It is my hope that I shall always be able to merit your trust and confidence, and you may be further assured I shall always strive to give vigorous and effective representation to the Georgia viewpoint to the best of my ability and according to the dictates of my conscience. Toward that end your advice and suggestions will be welcomed at all times. Let me know whenever I can be of service in any way, and I hope you will come to see us whenever you can.

It is, of course, desirable to live in an area in which long tenure in congressional office is reasonably assured. I have been most fortunate, for I have maintained one or two close congressional connections beginning in the New Deal days with the late Senator Walter George and extending until the present time with Senator Richard Russell.

The official in the executive branch also wants to be treated and liked as an individual. Sometimes call on him—briefly, of course—without your palm outstretched and without a petition for funds on your lips. Treat him like a friend. If you can help him by passing along useful information, take the time to call or write him. A favor is seldom forgotten. He may open that next needed door for you. I think the following anonymous quotation is applicable here.

I am a little thing with a big meaning,
I unlock doors, open hearts, dispel prejudices.
I create friendships and good will,
Everybody loves me.
I cost nothing—I am appreciation.

The cultivation of friends does, of course, help in getting you to the door, but to open it and keep it open is up to you. Once you have knocked and have been admitted to the inner office, you must prove yourself. This takes courage. You must speak your mind. If your ideas and plans are good, they will be heard. You will be listened to. The proposal, which may follow, may not yet have been fully developed, but you know your concept is good and is needed. If you adhere to the guidelines of accuracy, brevity, clarity, and courtesy, you cannot go wrong. Know your facts and distill them to the basic points. Know both sides of an argument, if possible, but by all means stick by your convictions. If they are sound, they will be accepted.

A most desirable attribute is to know what is going on in government. Nothing impresses your listener more than your obvious knowledge of up-to-date events. Some you learn orally from your friends, but most often far more comes from a systematic examination of your newspaper, from journals and reports. Like most of us, I have little time to read in depth but I do scan many publications which come to my desk from the president's office or from a faculty member or when they are received in the library and directed to my attention. I have attached to this paper a list of publications from which I gain much information. One particularly useful volume, recently received in our library, is House Reports v. 3-5, Reports of Select Committee on Government Research, 88th Congress, 2d Session, January 7 - October 3, 1964. It would be well for those of you seeking federal funds to examine this volume. I think it is a valuable reference tool for federal programs. The information garnered from whatever sources are available should be organized and indexed for easy retrieval and be kept up to date. Every minute spent on this activity pays off manyfold.

Sticking by your convictions and persevering, for years if necessary, are tremendously important. At my own institution I have lived through many lean years. Without being a braggart, I can say truthfully that my perseverance in building certain aspects of the Georgia Tech collection has provided regional collections of real distinction. For years I pursued the General Education Board for funds to develop our holdings for graduate study and research. Shortly after World War II research personnel on my campus urged me to develop a patent collection, both U. S. and foreign. At that time there was no patent collection south of Washington. Fortunately, the Commissioner of Patents was sympathetic, and personnel in his office encouraged me. A letter following a visit to the U. S. Patent Office reads:

It was indeed a pleasure making your acquaintance today and learning about your very progressive activity at Georgia Tech. I found your interest in patents and the patent system very rewarding and

I know that you will be doing your utmost to make patent literature available to those who are in need of it in Georgia and the surrounding states.

Today we serve in effect as a regional depository. Where can one find a better history of technology than in patents?

Similarly, my attention and doggedness in trying to develop a technical reports center at Georgia Tech eventually paid off, and today we have one of the better collections in the country. I believe I am the only head librarian of a university in this country who is the central agent on a campus for classified documents. If you work with those pursuing research, you know how important are both classified and unclassified documents. It has taken a lot of knocking on doors to acquire reports and documents from government agencies and research institutes, but it has been worth every minute it took, for it has led both to a fine collection and grants to improve it. The collection serves well not only Georgia Tech personnel but many throughout the South.

The development of the School of Information Science at Georgia Tech perhaps illustrates best the importance of the three points that I emphasize: (1) liking people, (2) courage, and (3) conviction. Since 1953 I had tried constantly to get interest aroused in better education for science librarians and information specialists. Formally and informally, I let my convictions be known. Finally, after nearly ten years (and Sputnik undoubtedly provided a tremendous assist), things began to happen in Washington.

The National Science Foundation and, in particular, Dr. Alan Waterman, Director, and Dr. Burton W. Adkinson, Head of the Office of Science Information Service, recognized that university and other research libraries constitute an important scientific resource. A group of scientists, research librarians, and administrators were invited to Washington on March 8, 1961, to discuss with the Advisory Panel of the Office of Science Information the problem of library resources, which included (1) facilities, (2) manpower (education and training of science librarians and science information specialists), and (3) adequacy and availability of collections of library materials. I was invited to participate. At the meeting the Chairman of the Advisory Panel pointed his finger at me and said, "Aren't you a member of the Engineering School Libraries Committee of the American Society for Engineering Education?" My answer was "Yes." He then said, "You do something. Call Dr. Eric Walker (President of A.S.E.E. and President of Pennsylvania State University) and tell him you need his help."

I returned to my campus and reported to the deans the directive I had received. Several members of my staff, certain faculty members of our science and engineering departments, and personnel from our Engineering Experiment Station began seminars to discuss

seriously the possibility of training students to work effectively in the handling of technical information. There were members of the library staff with doctorates who had taught in library schools and, with the interested faculty and research personnel, we felt we had the capabilities for training information scientists.

On May 16, 1961, I was invited, with a smaller group which included directors of four library schools, to meet again with the Advisory Panel of the Office of Science Information Service. One outcome of this meeting was a recommendation for a feasibility study on the problem of training science librarians and information specialists.

On June 27, 1961, a proposal was submitted to the National Science Foundation for a study on "Programs for Training Personnel for Scientific and Technical Libraries." On August 15, 1961, a representative from the Office of Science Information Service came to my office with a request that we hold two conferences, one before October 19, 1961, and one in the spring of 1962. With support from the Foundation, the conferences were held and the feasibility study made.

On January 21, 1963, a proposal was submitted to our Graduate Council for offering a master's degree in information science. This was approved in the spring and another proposal for support of the program was submitted to the National Science Foundation. With a grant from the Foundation, Georgia Tech opened its School of Information Science in September 1963, with seven students. This past September 32 new students were enrolled, making a total of 49 currently enrolled. Also, an undergraduate first year computer class was begun with 170 students. It is expected that 300 will be enrolled in the winter quarter.

In working toward the establishment of this school, which is not a library school, I feel that I have made a contribution to my country. Someone who believed, who had faith and conviction, had to come to the aid of engineers and scientists. Today there are many library schools which offer courses in information science, and many schools of mathematics have options in information science.

Because of my interest in information science more doors have been opened for me, not only in Washington but throughout the world. Yes, it took courage to do this job for the National Science Foundation but one goes the extra mile, strives harder, when people like Dr. Adkinson and Dr. Waterman believe in you.

I fear that this paper has given you little information on the "art of getting to know one's way around in Washington." The assignment is far too personal. It is not wise to name personally all the people who have helped open doors. My congressmen have been named and so have the staff of the National Science Foundation, Dr. Waterman (now retired), and Dr. Adkinson. I end by suggesting that you try using my keys to open doors. They have served me well. I am sure they will help you.

LIST OF USEFUL PUBLICATIONS

ACRL News (Newsletter Issue of College and Research Libraries). Monthly. Association of College and Research Libraries, American Library Association, 50 E. Huron Street, Chicago, Illinois 60611. Reflects concerns and interests of research libraries on government policies.

American Council on Education. Higher Education and National Affairs. Weekly (except summer). American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D. C. 20036. Newsletter on trends and developments in higher education; state, regional, and national.

American Council on Education. Special Report of Federal Programs. Monthly. American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D. C. 20036. Reports new legislation and administrative procedures relating to federal programs.

American Library Association. ALA Washington Newsletter. Irregular. American Library Association, 200 C Street, N.W., Washington 3, D. C. Reports on federal legislation, appropriations, actions affecting, or of interest to, the American Library Association.

College and University Reports. Commerce Clearing House, Inc., 420 Lexington Avenue, New York, N. Y. 10017. Brief reporter service on all aspects of the relationship between higher education and government.

International Science and Technology. Monthly. International Communications, Inc., 205 E. 42nd Street, New York, N. Y. 10017. Summary articles of current scientific and engineering developments, relationship of industry with government and universities. Aimed at management.

Library of Congress. Information Bulletin. Weekly. Card Division, Library of Congress, Washington, D. C. 20540. Provides information on programs and personnel of the Library of Congress.

National Association of State Universities and Land Grant Colleges. Circular Letter. Irregular. Office of the Executive Director, 1785 Massachusetts Avenue, N.W., Washington, D. C. 20036. Outlines governmental and private programs of interest to land grant institutions. Lists personnel responsible for programs.

National Society of Professional Engineers. Legislative Bulletins. Monthly. 2029 K Street, N.W., Washington, D. C. 20006. Newsletter analyzing governmental activities affecting the engineering community.

Science. Weekly. American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D. C. 20005. Reflects attitudes of the scientific community toward government.

Reports from the United States Senate. Irregular. Issued by Herman Talmadge, Junior Senator from Georgia. Most congressmen issue newsletters similar to this outlining their activities, pending legislation, etc.

Washington Science Trends. Weekly. Trends Publishers, Inc., National Press Building, Washington, D. C. 20004. Includes NASA Technical Briefs available from Clearinghouse for Federal Scientific and Technical Information. Reports and analyzes news of scientific interest, offers research development reports, technical trends, publications checklist, and research requirements.

Weekly Compilation of Presidential Documents. Weekly. Office of the Federal Register, National Archives and Records Service, General Services Administration, Washington, D. C. 20408. Documents contains statements, messages and other presidential materials released by the White House up to 5 P.M. on Friday of each week.